

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

Douglas School District Improvement Plan/Progress Report Form

Principle 4 – Procedural Safeguards			
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)			
<p><u>ARSD 24:05:25:16 Parent Participation</u></p> <p>Each district shall ensure that one or both parents of the child are present at each IEP team meeting or are afforded the opportunity to participate. The district shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed-upon time and place. The notice to the parents shall state the purpose, time, location of the IEP meeting and who will be in attendance and inform the parents of the provisions relating to the participants of the other individuals on the IEP team who have knowledge or special expertise about the child.</p> <p>Student file reviews did not provide the parent accurate information as to who would be in attendance at the child's IEP meeting. The special education clerk (secretary) was in attendance at meetings, but was not listed on the Prior Notice.</p>			
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will provide the parent accurate information as to who will be in attendance at their child's IEP meeting.			
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All parents will be provided accurate information as to who will be in attendance at their child's IEP meeting.</p>			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The special education director will ensure teachers have	February 20, 2007	Special Education	Goal Met 10/11/07

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

<p>been instructed on district procedures to ensure parents have been provided accurate information as to who will be in attendance at the child's IEP meeting.</p> <p>What data will be given to SEP to verify this objective? A copy of the procedure and date it was reviewed with special education staff will be submitted to SEP.</p>		<p>Staff and Director</p>	
<p>Please explain the data (4 month) The special education clerks for each building have been trained on correct completion of the prior notice form. This training was completed on January 25, 2007. The special education teachers will be trained in March, 2007.</p>			
<p>Please explain the data (8 month) All sped staff will be trained in completion of the prior notices in September, 2007. Spot check of the forms shows that the sped clerks are aware of the prior notice requirements.</p>			
<p>Please explain the data (12 month) All special education certified staff and special education clerks were trained on September 26 and 27, 2007 on completion of the prior notice, which notifies parents of who will be in attendance at any meeting. The State Technical Assistance Powerpoint presentation on "Process for Individual Education Program Development" was used for the training as well as the IEP State Technical Assistance Guide.</p>			

<p>Principle 5 – Individualized Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.01 and ARSD 24:05:25:16.01 Team membership at IEP meetings</u></p> <p>The district shall ensure the IEP team for each student includes parents, administrator, special education, regular education, and other individuals who have knowledge or special expertise regarding the student. If the purpose of the IEP team meeting is the consideration of transition services needs or transition services for the student, the notice must identify any other agency that is likely to be responsible for providing or paying for transition service and will be invited to send a representative.</p> <p>Student file reviews indicated the child's general education teacher and district administrator or designee were not</p>

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

consistently in attendance at IEP meetings. In addition, for students who are in need of transition services, files did not support other agencies were invited to the student's IEP meeting (i.e. vocational rehabilitation, guidance counselor, etc.). Staff interviews also indicated lack of familiarity with what outside agencies requirements are for people with disabilities age 16 and older.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that required members of the IEP team are present at the meeting.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are in need of special education services will have all required members at their IEP meetings.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The special education director will ensure administrator and general education teachers are informed of the IEP attendance policy and procedures. What data will be given to SEP to verify this objective? A copy of the policy and procedures will be submitted to SEP along with how and when the information was disseminated to staff.	February 20, 2007	Special Education Director	Goal Met 10/11/07

Please explain the data (4 month) The administrators and special education teachers will be trained in March, 2007.

Please explain the data (8 month) Administrators and regular staff will be trained in September, 2007.

Please explain the data (12 month) The administrators and regular education staff were given an informational flyer

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

explaining who required participants are at an IEP team meeting and the roles of the administrator and the regular education teacher in the meeting. Copy attached. This was disseminated in October 11, 2007.			
2. What will the district do to improve? The district with the assistance of the regional transition representative will arrange a meeting to become familiar with what outside agencies requirements are for people with disabilities age 16 and older. What data will be given to SEP to verify this objective? The date of the meeting, agenda and who attended will be submitted to SEP.	February 20, 2007	Special Education Director	Goal Met 10/11/07
Please explain the data (4 month) In reviewing the files it was determined that agencies were invited to the meetings, but if they declined to attend, this was not noted on the prior notice forms. The special education clerks for each building have been trained on correct completion of the prior notice form when an agency is invited but does not attend. This training was completed on January 25, 2007. The special education teachers will be trained in March, 2007.			
Please explain the data (8 month) Special education staff will be trained in September, 2007.			
Please explain the data (12 month) The high school and middle school special education teachers and special education clerks were trained on September 26, 2007 in the process to document inviting outside agencies to the IEP meeting. Also Dave Halverson, Regional Transition Representative provided the teachers with a list of possible agencies to invite and the consent form to invite the agencies was reviewed as well. The State Technical Assistance Powerpoint presentation on "Process for Individual Education Program Development" was used for the training as well as the IEP State Technical Assistance Guide.			

Principle 5 – Individualized Education Program
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

4 month reporting date 2/20/07 Received 2/23/07
8 month reporting date 6/20/07
12 month completion date 10/20/07 Received 10/11/07
Closed 10/11/07

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

A student's IEP must contain a statement of the student's special education and related services provided to the student. The student's IEP must also indicate the location of those services.

Initiation, Frequency, Location and Duration of Services 300.320 (a)(7) Comment

What is required is the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP.

Student file reviews indicated a description of the child's special education service was not consistently provided to give parents a full explanation of the makeup of services. In one student file, the description was "2100 hrs/wk in special education resource room." In addition, student file reviews for students receiving speech and/or early childhood special education services indicated the location of services is stated as, "therapy or classroom." In both of these situations, the parents have not been given enough information to ensure parents have a clear understanding of the services being provided or the location of services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that a description of the child's special education service is documented on IEPs.

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are in need of special education services will have a description of the special education service documented on their IEP.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? Technical	February	Special	Goal Met

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

<p>Assistance will be provided to special education staff on how to document on IEPs a description of the child's special education service(s).</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p>	20, 2007	Education Staff and Director	10/11/07
Please explain the data (4 month) This training will be completed in March, 2007.			
Please explain the data (8 month) Special education staff will be trained in September, 2007.			
Please explain the data (12 month)) All special education certified staff and special education clerks were trained on September 26 and 27, 2007 on completion of the LRE page in the IEP. The State Technical Assistance Powerpoint presentation on "Process for Individual Education Program Development" was used for the training as well as the IEP State Technical Assistance Guide.			

Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>Needs Intervention: Issues requiring immediate attention</u> <u>ARSD 24:05:27:12 Graduation requirements</u> Completion of an approved secondary special education program with a regular school diploma signifies that the student no longer requires special education services. The instructional program shall be specified on the IEP. The IEP shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the IEP process at least one year in</p>

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

Through staff interviews and file documentation, the review team noted one student (#32) on an IEP who is scheduled to graduate in May 2007. The student's IEP does not state specifically how the student will satisfy the district's graduation requirements. The district needs to conduct an IEP meeting for this student as soon as possible to address specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure parents are informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students in need of a graduation plan will have it addressed on their IEP.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Technical Assistance will be provided to high school special education staff and administrator(s) on what the requirements are for graduation for students receiving special education service(s).</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p>	February 20, 2007	Special Education Director	Goal Met 10/11/07

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

Please explain the data (4 month) This training will be completed in March, 2007.			
Please explain the data (8 month) Training was provided using pages 22 and 23 of the IEP technical assistance guide on May 14, 2007. It will be reviewed in the September, 2007.			
Please explain the data (12 month)) All high school special education certified staff and the special education clerk were trained on September 26, 2007 on completion of the graduation requirements on the IEP. The State Technical Assistance Powerpoint presentation on "Process for Individual Education Program Development" was used for the training as well as the IEP State Technical Assistance Guide.			

2. What will the district do to improve? The district will reconvene the student's IEP committee and address graduation. What data will be given to SEP to verify this objective? The district will submit a copy of the IEP addendum.	As soon as possible and no later then February 20, 2007	Special Education Director and Staff	Goal Met 2/23/07
Please explain the data (4 month) The student 's IEP has been rewritten and will be submitted to SEP.			
Please explain the data (8 month)			
Please explain the data (12 month)			

3. What will the district do to improve? The district will ensure parents are informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.	February 20, 2007	Special Education Staff and Director	Goal Met 10/11/07
--	--------------------------	---	--------------------------

4 month reporting date 2/20/07 Received 2/23/07
 8 month reporting date 6/20/07
 12 month completion date 10/20/07 Received 10/11/07
 Closed 10/11/07

<p>What data will be given to SEP to verify this objective? The district will submit the number of students on IEPs whose intent is to graduate in May 2007 and of those IEPs how many state specifically how the student will satisfy the district's graduation requirements.</p>			
<p>Please explain the data (4 month) This data is being collected.</p>			
<p>Please explain the data (8 month) Training was provided to the high school special education staff and the necessary IEP's sent to SEP.</p>			
<p>Please explain the data (12 month) All high school special education certified staff and the special education clerk were trained on September 26, 2007 on completion of the notice of intent to graduate requirement on the IEP. The State Technical Assistance Powerpoint presentation on "Process for Individual Education Program Development" was used for the training as well as the IEP State Technical Assistance Guide.</p>			